

Volusia County Schools

Mainland High School



2019-20 Schoolwide Improvement Plan

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Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD, Daytona Beach, FL 32114

<http://mainlandhighschool.org/>

Demographics

Principal: Joseph Castelli

Start Date for this Principal: 8/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (46%) 2016-17: C (45%) 2015-16: C (45%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mainland High School will reach and teach every student. Our mission is to develop young adults who are able to contribute to their communities and society by instilling in them the values of integrity, responsibility, and a life-long love of learning.

Our belief statements are as follows:

- We believe in the worth of all students and believe that their worth will be increased by providing tools to be life-long learners.
- We believe that diversity is a strength and should be celebrated, both in the content of our curriculum and the make-up of our student body.
- We believe that a safe, positive, and supportive atmosphere is invaluable.
- We believe that instruction should meet the needs of all students, regardless of the level of learning or the way in which they learn.
- We believe that technology positively impacts student achievement as it changes the teaching and learning environment.
- We believe that Respect, Attitude, Cooperation, Effort, and Responsibility (R.A.C.E.R) are integral to success, and we strive to model and teach these values as part of our curriculum.

Provide the school's vision statement.

Mainland High School is home of the mighty Buccaneers!! Our high school is a place that has been accredited as an institution of excellence for over 100 years; a place that embraces tradition, exudes pride, and inspires those who pass through her doors to explore, experience, and ultimately become empowered to excellence.

Mainland High School operates under the auspices of the district's vision which is through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Huth, Tim	Principal	Mr. Tim Huth, Principal, and his team provide a common vision for the use of data-based decision-making, ensures that the school leadership team is implementing a multi-tiered system of support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based MTSS plans and activities.
Leffler, Danielle	Assistant Principal	Danielle Leffler is part of Mr. Huth's administrative team that provides a common vision for the use of data-based decision-making, ensures that the school leadership team is implementing a multi-tiered system of support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based MTSS plans and activities.
Matthews, Kimberly	Assistant Principal	Kimberly Matthews is part of Mr. Huth's administrative team that provides a common vision for the use of data-based decision-making, ensures that the school leadership team is implementing a multi-tiered system of support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based MTSS plans and activities.
Smith, William	Assistant Principal	William Smith is part of Mr. Huth's administrative team that provides a common vision for the use of data-based decision-making, ensures that the school leadership team is implementing a multi-tiered system of support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based MTSS plans and activities.
Polite, Eric	Assistant Principal	Danielle Leffler is part of Mr. Huth's administrative team that provides a common vision for the use of data-based decision-making, ensures that the school leadership team is implementing a multi-tiered system of support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based MTSS plans and activities.
Winck-Hall, Darlette	School Counselor	Darlette Winck-Hall, Guidance Director, and her team provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Name	Title	Job Duties and Responsibilities
Kelleher, AI	Administrative Support	AI Kelleher, Teacher on Assignment, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, supports implementation of Tier 1, 2, and 3 intervention plans, provides support for intervention fidelity and documentation, identifies systemic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for "at risk" students.
Godbee, Ella	Instructional Coach	Elle Gobee, Reading Coach, leads and supports Reading and English teachers with standards based instruction and assessment, identifies systemic patterns of student need while working with the school leadership team and district personnel to identify appropriate, evidenced-based intervention strategies, assists with whole school screening programs that provide early intervening services for students considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and development of professional development, and provide support for assessment and implementation monitoring.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	573	491	430	352	1846
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	98	152	135	104	489
One or more suspensions	0	0	0	0	0	0	0	0	0	0	16	9	5	1	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	265	165	132	79	641
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	115	166	126	76	483

The number of students identified as retainees:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	113	92	54	7	266
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	64	74	52	46	236

FTE units allocated to school (total number of teacher units)

116

Date this data was collected or last updated

Friday 9/6/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	97	150	134	103	484
One or more suspensions	0	0	0	0	0	0	0	0	0	0	16	9	5	1	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	85	160	123	92	460
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	265	166	132	79	642

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	107	148	104	67	426

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	52%	56%	38%	49%	53%
ELA Learning Gains	45%	49%	51%	40%	48%	49%
ELA Lowest 25th Percentile	35%	37%	42%	27%	37%	41%
Math Achievement	35%	48%	51%	35%	50%	49%
Math Learning Gains	38%	49%	48%	34%	42%	44%
Math Lowest 25th Percentile	33%	38%	45%	26%	34%	39%
Science Achievement	59%	76%	68%	64%	72%	65%
Social Studies Achievement	60%	69%	73%	59%	68%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	573 (0)	491 (0)	430 (0)	352 (0)	1846 (0)
Attendance below 90 percent	98 ()	152 ()	135 ()	104 ()	489 (0)
One or more suspensions	16 (0)	9 (0)	5 (0)	1 (0)	31 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	265 (0)	165 (0)	132 (0)	79 (0)	641 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	38%	51%	-13%	55%	-17%
	2018	36%	50%	-14%	53%	-17%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	38%	50%	-12%	53%	-15%
	2018	42%	49%	-7%	53%	-11%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	72%	-16%	67%	-11%
2018	54%	65%	-11%	65%	-11%
Compare		2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	63%	-5%	70%	-12%
2018	56%	63%	-7%	68%	-12%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	54%	-23%	61%	-30%
2018	30%	57%	-27%	62%	-32%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	55%	-20%	57%	-22%
2018	29%	55%	-26%	56%	-27%
Compare		6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	37	31	16	31	36	21	35		86	9
ELL	9	33	35	29	37	23	38	22			
ASN	64	46								91	60
BLK	30	41	33	24	32	33	46	49		83	15

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	35	39	39	28	39	30	42	60		80	38
MUL	39	47	25	38	42	30	67	43		89	35
WHT	49	49	38	47	42	34	71	71		86	46
FRL	35	43	34	30	34	29	51	53		80	22
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	28	29	22	30	38	32	29		70	14
ELL	15	23	20	25	33	32	25	50		72	69
ASN	73	50			50						
BLK	31	42	38	19	27	39	45	44		71	32
HSP	39	33	21	29	31	28	55	59		70	54
MUL	34	31	20	29	40	50	47	52		85	18
WHT	50	40	22	45	41	46	75	73		84	51
FRL	36	36	29	28	33	40	56	53		73	36
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	28	24	16	30	25	41	37		62	35
ELL	11	30	33	24	22	9	31				
ASN	85	73		80	64						
BLK	22	25	22	22	27	24	49	48		73	28
HSP	30	36	39	29	30	15	52	58		90	46
MUL	35	33	8	29	32		59	64		61	57
WHT	52	53	34	47	40	29	80	70		79	62
FRL	30	34	24	30	33	26	57	57		70	36

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Lowest Quartile. 33% of students in the lowest quartile made a learning gain in Math. Last school year all ninth grade students that didn't have Algebra One in middle school were placed into Algebra one even if they scored a one on FSA math the previous year. After the FSA Algebra one scores were returned, we noticed that over 120 students were not successful with course content nor the EOC exam. As a response to student needs, we have placed entering ninth graders with level one scores on Math FSA into Algebra 1A. We do realize that this will take these students out of Lower Quartile Data for this school year and that supports will have to be in place next school year for these students to be successful with Algebra One standards covered on the EOC.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

College and Career Readiness. 33% of students were College and Career Ready compared to 43% the year before, a 10% decline. The decline of the Career and College Readiness was impacted by staff turn over and loss of focus on industry certification testing. Due to the staff turnover there were timing issues in which impacted the delivery of the curriculum to the management of the testing labs. While the ICE exams did increase in difficulty, many exams were given at the end of the year and conflicted/competed with other state testing. Less of a focus was placed on the having programs attain certification. In addition, the window for seniors to take exams was reduced by the entire month of may per our district guidelines.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra 1. MHS - 31% proficient, State - 61% proficient. Last school year all ninth grade students that didn't have Algebra One in middle school were placed into Algebra one even if they scored a one on

FSA math the previous year. After the FSA Algebra one scores were returned, we noticed that over 120 students were not successful with course content nor the EOC exam. As a response to student needs, we have placed entering ninth graders with level one scores on Math FSA into Algebra 1A. We do realize that this will take these students out of Lower Quartile Data for this school year and that supports will have to be in place next school year for these students to be successful with Algebra One standards covered on the EOC.

Which data component showed the most improvement? What new actions did your school take in this area?

Geometry. 29% in 2018 to 35% in 2019. Last school year we used an online platform(Edgenuity) to respond to intervention. Learning paths were created for individual students based on their mastery of standards. Parents were notified about the opportunity for students to receive extra support and were encouraged to monitor their child's progress with mastery of Geometry standards. The ESE support teacher was involved in the PLC and planned with the other teachers to meet the needs of students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Number of students retained, particularly freshmen.
2. Number of students earning level 1 on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Proficiency
2. ELA Proficiency
3. Graduation Rate
4. College and Career Readiness

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	ELA Proficiency was at 40% which was below the state and district averages. ELA Learning Gains were 45% and the Lowest Quartile performed at 35%. The School Leadership Team has decided to focus on increasing the overall number of students making learning gains and meeting proficiency on the ELA assessment. Further analysis revealed that students with disabilities, ELL students and black students; ESSA targeted subgroups, only performed at 19%, 9%, and 30%, respectively, which was well below the district and state averages.

State the measurable outcome the school plans to achieve	Increase ELA proficiency from 40% to 45%, Increase ELA Learning Gains from 45% to 50%, Increase ELA Lowest Quartile Learning Gains from 35% to 40%.
Person responsible for monitoring outcome	Tim Huth (tjhuth1@volusia.k12.fl.us)
Evidence-based Strategy	Standards-aligned instruction (Teacher Clarity)
Rationale for Evidence-based Strategy	Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. With an effect size of .75, Teacher Clarity can double the rate of student learning, according to Hattie. It supports the goal of creating Assessment-Capable Learners who are three times more likely to achieve in school resulting in improved attendance, engagement, retention, progress, and success for all learners.

Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers will participate in VCS Professional Learning Plan 2. Mainland will engage teachers in a professional learning plan based on standards-aligned instruction (Teacher Clarity) 3. Teachers will engage in structured PLCs and use TEAMS to collaborate with their PLC and access PLC framework/resources. PLC work will include monitoring of black students, ELL students, and SWD data and documentation of support in PLC minutes/lesson plans. The focus of PLCs will be standards-aligned instruction, assessment and remediation/intervention. 4. Administration and academic coaches will provide PLC support and follow up 5. Teachers will implement knowledge and skills learned from professional learning 6. Administration and academic coaches will monitor the implementation of skills from PL, provide feedback and follow up coaching. 7. School will implement a schedule for ELA data chats
Person Responsible	Tim Huth (tjhuth1@volusia.k12.fl.us)

#2	
Title	Math Proficiency
Rationale	Math Proficiency was at 35% which was below the state and district averages. 31% of students met proficiency in Algebra and 35% in Geometry. Math Learning Gains were 38% and the Lowest Quartile performed at 33%. The School Leadership Team has decided to focus on increasing the overall number of students making learning gains and meeting proficiency in Math. Further analysis revealed that students with disabilities, ELL students and black students; ESSA targeted subgroups, only performed at 16%, 29%, and 24%, respectively, which was well below the district and state averages.

State the measurable outcome the school plans to achieve	Increase Math proficiency from 35% to 45%, Increase Math Learning Gains from 38% to 43%, Increase Math Lowest Quartile Learning Gains from 33% to 38%
Person responsible for monitoring outcome	Tim Huth (tjhuth1@volusia.k12.fl.us)
Evidence-based Strategy	Standards-aligned instruction (Teacher Clarity)
Rationale for Evidence-based Strategy	Teacher clarity has a .75 effect size according to John Hattie. Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. With an effect size of .75, Teacher Clarity can double the rate of student learning, according to Hattie. It supports the goal of creating Assessment-Capable Learners who are three times more likely to achieve in school resulting in improved attendance, engagement, retention, progress, and success for all learners.

Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers will participate in VCS Professional Learning Plan 2. Mainland will engage teachers in a professional learning plan based on standards-aligned instruction (Teacher Clarity). 3. Teachers will engage in structured PLCs and use TEAMS to collaborate with their PLC and access PLC framework/resources. PLC work will include monitoring of black students, ELL students, and SWD data and documentation of support in PLC minutes/lesson plans. The focus of PLCs will be standards-aligned instruction, assessment and remediation/ intervention. 4. Administration and academic coaches will provide PLC support and follow up 5. Teachers will implement knowledge and skills learned from professional learning 6. Administration and academic coaches will monitor the implementation of skills from PL, provide feedback and follow up coaching. 7. School will implement specific technology (Edulastic, Algebra/Geometry Nation, Kahn Academy) to support students
Person Responsible	Tim Huth (tjhuth1@volusia.k12.fl.us)

#3	
Title	Graduation Rate
Rationale	Mainland's graduation rate was 84% which was below the state average. The School Leadership Team has decided to focus on increasing the overall number of students graduating from Mainland in 4 years or less.

State the measurable outcome the school plans to achieve	Increase graduation rate from 84% to 89%
Person responsible for monitoring outcome	Tim Huth (tjhuth1@volusia.k12.fl.us)
Evidence-based Strategy	Response to Intervention
Rationale for Evidence-based Strategy	Response to Intervention has a 1.29 effect size according to John Hattie. Response to Intervention (RTI) is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RTI process begins with high-quality instruction and screening of all in the general education classroom. Struggling learners are provided with interventions and supports at increasing levels of intensity to accelerate their rate of learning.

Action Step

Description	<ol style="list-style-type: none"> 1. Problem Solving Team Coordinator for EARLY identification of students in need of additional supports 2. Graduation Assurance Coach to provide monitoring and support of seniors at risk 3. Quarterly meetings with administration and guidance for senior data chats, progress monitoring, and goal setting 4. Senior data room to track and monitor senior progress with specific focus on SWD, ELL, and Black students 5. D/F report reviewed quarterly to begin early intervention for underclassmen 6. Tutoring programs/use of Edgenuity for credit recovery /interventions 7. Weekly reports submitted to guidance on seniors in danger of failing to include parent contacts and interventions 8. ACT prep in 11/12 grade intensive reading & English classes 9. PERT prep embedded in 11th & 12th grade remedial/blocked math courses 10. Case management for SWD to include data chats & graduation progress monitoring 11. Case management for ELL students to include data chats and graduation progress monitoring
Person Responsible	Tim Huth (tjhuth1@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

College and Career Readiness

- * Professional Learning through CollegeBoard for AP teachers to increase number of students earning a 3 or higher on AP exams.
- * Purchase updated AP preparation resources aligned to AP test specifications.
- * Professional learning for CTE teachers teaching courses with Industry Certifications.
- * Academy Facilitator work with District CTE department to increase number of Industry Certifications offered on-campus.
- * More advertising of dual enrollment opportunities, increased PERT testing and promotion of SLS courses.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Freshmen orientation occurs two weeks prior to school opening. The school's Academy Liaisons and Student Government representatives, our student leadership groups, are assigned a group of freshmen to guide in strategic activities that helps them to learn the culture and structure of the school.

Faculty and staff participate in ongoing professional learning regarding cultural sensitivity and impacts of poverty on learning.

Teachers build relationships with their students starting the first week of school by engaging students in group discussions, interest inventories and motivational activities.

Grade level assemblies are held by the Principal with small groups of students in order to give students information about school policies and rules and essential Academy information.

Policies exist (and are taught) for the purpose of keeping everyone safe.

Mainland's nine career academies seek out business partners in the community to serve on their advisory board.

Every student selects an academy where they have a home.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Mainland High School provides mentoring and counseling for our students through the school counseling department, graduation assurance coaches, grade level assemblies, announcements, support teachers, and academic coaches.

SEL is infused in all lessons through the inclusion of success skills (RACER) and the 6 C's of 12st

Century Learning: character education, citizenship, collaboration, communication, creativity, and critical thinking. These skills are blended with standards and are at the heart of every project.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Mainland High School offers several strategies to assist our students. These include: AVID strategies, BUC Starts, Buc Beginnings (freshmen first day), reading strategies, social and behavioral strategies as well as study skills. All students are enrolled in one of nine career academies.

Our Graduation Assurance Team is targeting incoming freshmen and conducting one on one meetings with at risk students (in addition to guidance meetings).

Students begin their journey at Mainland with Freshmen Orientation, Buc Beginnings (Freshmen first day), and end it with Senior meetings designed to assure graduation and a plan for post-secondary success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Schoolwide Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the Schoolwide Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Mainland High School is a "wall-to-wall academy" school that brings relevancy and authenticity to our students through Gold Standard Project Based Learning. A community-based advisory board is an integral piece of our academy structure. The academy divisions offer courses focused on college and career readiness within a chosen area of student and industry certifications, job skills, and student internships. Through Buccaneer Extravaganza!, parent meetings, and a Course Selection Fair that exposes them to next year's curriculum to inform their course selection. In addition, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

Mainland High School also works closely with the Halifax Area Chamber of Commerce, Volusia Manufacturers Association, and local colleges.

Mainland also offers parent information nights to review college applications and scholarships and to support parents/guardians with financial aid applications.